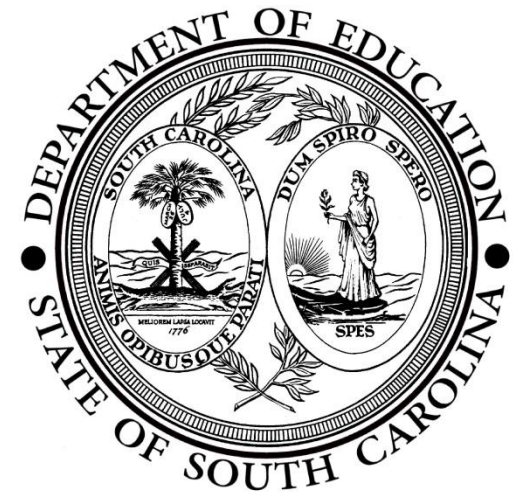


Grade 8

Emanuel A.M.E. – Now that I know better, I
do better!

Instructional Resource for the
South Carolina Social Studies Academic Standards

South Carolina Department of Education
Office of Standards and Learning
July 2016



Grade 8/South Carolina: One of the United States: Now that I know better, I do better!
This unit focuses on causation and change over time, a Social Studies skill, and summarization and poetry, literacy skills. Students will use their learning of symbols and apply it to the Emanuel 9 tragedy. These are critical thinking skills as defined by the Profile of the South Carolina Graduate. This instructional plan is intended for 3 days of approximately 60 minutes per day of instruction or 2 days of approximately 90 minutes per day of instruction.
Standard(s) and/or Indicator(s)
<p><u>Targeted:</u></p> <p>Standard 8-5: The student will understand the impact of Reconstruction, industrialization, and Progressivism on society and politics in South Carolina in the late nineteenth and early twentieth centuries.</p> <p>8-5.4 Summarize the policies and actions of South Carolina’s political leadership in implementing discriminatory laws that established a system of racial segregation, intimidation, and violence.</p> <p>Standard 8-7: The student will demonstrate an understanding of the impact on South Carolina of significant events of the late twentieth and early twenty-first centuries.</p> <p>8-7.3 Explain changing politics in South Carolina, including the role of Strom Thurmond, the shift from the Democratic Party to the Republican Party, the increasing political participation of African Americans and women, and the passage of the Education Improvement Act (EIA).</p> <p>ELA W Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>ELA RL Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p>
”I Can” Statements
<p>“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).</p> <ul style="list-style-type: none"> • <i>I can use historical evidence to interpret the meaning of symbols, which have created a system of racial segregation, intimidation, and violence.(8-5.4)</i> • <i>I can apply historical knowledge of the Charleston Emanuel 9 and recent political and social changes in South Carolina to create a Found Poem. (W 3, RL 5)</i> • <i>I can examine multiple perspectives of a historical event which include the changing political and social landscape of South Carolina. (8-7.3)</i>

Essential Question(s)
<p>This is a suggested essential question that will help guide student inquiry.</p> <ul style="list-style-type: none"> When we interpret historical events from different perspectives, how can we accept and embrace multiple viewpoints and ideas?
Academic Vocabulary
<p>Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms would be during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.</p> <ul style="list-style-type: none"> Symbol Amendment Memorial
Prior Knowledge
<p>3-5.1, 3-5.2, 4-4.5, 4-6.3, 5-1.1; Jim Crow laws, discrimination, the impact of discriminatory laws, the ruling of Plessy v. Ferguson on the rights of African Americans, the role of political parties in representing the interests of specific groups and in exposing a particular set of policies such as the Republican Party in the Election of 1860 and in Reconstruction policy, the ability to make predictions before and during reading and to confirm or modify thinking.</p>
Subsequent Knowledge
<p>USHC 3.4, USHC 3.5, USHC 8.4; The end of Reconstruction, including the impact of Jim Crow laws and voter restrictions on African American rights in the era, varied responses of African Americans to the restrictions imposed on them, in the post-Reconstruction period, including the leadership of Booker T. Washington, W.E.B. DuBois, and Ida B. Wells-Barnett, causes and consequences of the resurgence of the Conservative movement, including the social and cultural changes of the 1960s and 1970s, Supreme Court decisions on integration and abortion, the economic and social policies of the Reagan administration, and the role of the media.</p>
Potential Instructional Strategies
<p>Day 1 Learning Target: I can use historical evidence to interpret the meaning of symbols, which have created a system of racial segregation, intimidation, and violence. (8-5.4)</p> <p>Warm Up: Pop Culture Symbols: The teacher will show several pop culture symbols of their choosing (ex: Nike, Snapchat symbol, Apple symbol, Google Chrome symbol, Coca-Cola, Tiger Paw/Gamecock, Professional sports logos, Aeropostale, American Eagle,</p>

Vineyard Vines, Polo, etc.). The teacher will list directions on the board. “With your elbow partner: 1.) Define the symbol. 2.) What feeling does the symbol give you? 3.) Is there another symbol that provides more emotion for you that is not shown on the board?”

Symbol Activity: *Disclaimer: Teacher must remind students of classroom expectations for maturity and respect, as this activity will allow students to share strong opinions.*

The teacher will show a variety of images to students for 20 seconds a piece. Students will silently write down their initial thoughts regarding each symbol’s meaning on the following graphic organizer, entitled “What’s the Meaning of This?”

Images can be found in the Google Slide Presentation, entitled “Symbols Presentation.”

After all images have been shown, the teacher will prepare for students to share their thoughts and teach students additional information about the viewpoints/history of the symbols.

Supplemental Symbol Instruction: After students share their thoughts about each symbol, they will participate in a whole class jigsaw (www.jigsaw.org). Divide the class into groups (at least 4 groups, but you can repeat symbols if your class size demands it). Assign each group a symbol to research further. Groups will have 15 minutes to build background knowledge about their assigned symbol and add that information to their graphic organizers. Students should also prepare to present their findings to the class. As each group presents, students in the audience should fill in their graphic organizers with new information about the symbols:

1.) Swastika:

a.) Article of history: <https://www.ushmm.org/wlc/en/article.php?ModuleId=10007453>

2.) Burning of the American Flag vs. First Amendment Rights

a.) Article of debate: <http://www.firstamendmentcenter.org/flag-burning-overview>

b.) Supplemental Video: <http://www.voanews.com/content/landmark-us-flag-burning-case-marks-25th-anniversary-/1941569.html>

3.) Confederate Flag History:

a.) Article of history of flag: <http://www.usflag.org/confederate.stars.and.bars.html> *Note: Students only need to read up to the section entitled *Farewell to the Army of Northern Virginia*

b.) Supplemental Video: <http://www.pbslearningmedia.org/resource/ms16.socst.us.cw.confed/confederate-iconography/>

4.) Emanuel AME Church:

a.) Article: http://www.ame7.org/history/pages/sc_history.htm.

b.) Supplemental Video: <http://www.c-span.org/video/?300457-1/denmark-vesey-slave-rebellion>. *Focus on the history of the church and what the church represents; do not focus on the memorial of the church yet.

Reflection/Debrief: After supplemental instruction, students will debrief and respond to the following prompts on their graphic organizer: “1. Knowing more about these symbols, have your initial thoughts about these symbols changed? Why or why not? 2. Have the meaning of these symbols changed over time? What caused these changes? 3. In the reflection box of your graphic organizer, write one to two sentences that sums up the opposing viewpoints of these symbols.”

Day 2 Learning Target: I can apply historical knowledge of the Charleston Emanuel 9 and recent political and social changes in South Carolina to create a Found Poem. (W 3, RL 5)

Warm Up: The teacher will show the students a picture of the Emanuel AME Memorial (find this image at the end of the Google Slides presentation). The teacher will ask students a question: “Has there been a time in your life that you have seen or participated in a memorial? Explain the emotions and your experience.” A follow up question based on the next image “Did that memorial create an image or symbol?” Show this image after students respond: (Palmetto Tree with Doves: Page 12 of “Black History Bugle”). The final question is: “What event do these images come from? What other symbols have come from this event?”

Reading: This reading will be page 10 of the “Black History Bugle”.

<http://ed.sc.gov/scdoe/assets/File/instruction/standards/Social%20Studies/SC%20Black%20History%20Bugle%20Issue%203.pdf> (Page 10). Students will read the article individually, and then regroup in a whole class discussion based on teacher questions. Sample questions could include:

1. Summarize the events that took place in Charleston on the night of June 17, 2015.
2. Who was responsible for the events at Emanuel AME Church?
3. List the names of the Charleston Emanuel 9 victims.
4. Were there any survivors from the Emanuel AME Church shooting? If so, who?
5. Describe how the Emanuel AME Church is a symbol of strength and hope for the community of Charleston and beyond.

Found Poetry Activity: Students will use the following text to create a found poem. *Permission to reproduce page 10 of this publication granted by Dr. Patricia Williams Lessane, July 20, 2016.* See directions on how to create a found poem here:

<https://www.facinghistory.org/resource-library/teaching-strategies/found-poems>. Students will create their found poems individually, with the teacher facilitating and asking additional questions.

Day 3 Learning Target: I can examine multiple perspectives of a historical event which include the changing political and social landscape of South Carolina. (8-7.3)

Gallery Walk: The teacher will have students hang their completed found poems around the room. The teacher will give each student four/six sticky notes to respond to a selection of the found poems, noting two/three notices and two/three wonders. At the end, students will return to their poems to share out the wonders/notices about their own poem.

Reflection:

Students will create a journal reflection reflecting on:

1. The process of creating their poem.
2. How has your perspective of any symbols that we studied changed, and if so, how?
3. The teacher will post the following Maya Angelou quote: “I did then what I knew how to do. Now that I know better, I do better.” The final question, related to the quote: “After reading this quote, how can learning about various perspectives enable us to live Maya Angelou’s words in our own lives?”

Potential Assessment Task(s)

Day 1: Reflection on Symbols (8-5.4)

Day 2: Found Poem (ELA 3, 5)

Day 3: Gallery Walk Journal Reflection (8-7.3)

Resources

Battle flag of the Confederate States of America. (2013). Retrieved from <https://commons.wikimedia.org/w/index.php?curid=488535>

Coffey, B. (2015). *Memorabilia at Mother Emanuel Church*. Retrieved from <http://ldhi.library.cofc.edu/exhibits/show/mother-emanuel-tribute/Memorabilia-at-emanuel>

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St Michael's Episcopal Charleston. (2012). Retrieved from <https://commons.wikimedia.org/w/index.php?curid=20579712>

The complicated history of the Confederate Flag - The Good Stuff: Time Capsule. (2016). Retrieved from <http://www.pbslearningmedia.org/resource/ms16.socst.us.cw.confed/confederate-iconography/>

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US flag burning. (2009). Retrieved from <https://commons.wikimedia.org/w/index.php?curid=5933536>

